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ABSTRACT

The present college preparatory programs are too general to prepare students for the large number of available specialized postsecondary education programs. The pre-postsecondary business education curriculum for grades 11 and 12 provides experience-centered instruction through career exploration in business administration. A statement of the problems and philosophy, a list of the occupational areas, eight program objectives, the course content, and a list of resources materials are presented in the first part of the document. The body of the guide provides unit plans for the following business administration subject areas: an introduction to business, business mathematics, business English, economics, business law, introduction to data processing, accounting, human relations, management, finance, marketing, and statistics. Developmental objectives, program objectives, behavioral objectives, learning activities, and program implementation are presented for each unit. The course is approximately 36 weeks in length and uses the block teaching approach. Visual aids, practice sets, games, role playing, and simulation are used extensively throughout. The document concludes with an outline of six recommended evaluation methods. A four-page bibliography is appended. (Author/BP)

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PRE POST-SECONDARY

Curriculum Guide

Developed

for

THE STATE DEPARTMENT OF VOCATIONAL EDUCATION

by

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and

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CE 006603

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

This curriculum was developed for the prospective college bound student that is interested in a career in some area of Business Administration. The program is experience orientated to give the students an idea of and information on the different areas in the field of business. In summary, the program is a college preparatory program in the area of Business Administration.

The authors of the curriculum gratefully thank a very qualified and helpful advisory committee. A list of the advisors is on the following page.

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I. Statement of the Problem.

In this modern age of vast technological change and advancement, a broad based vocational program, which prepares students for the multi-facets of vocational employment has been provided. Just as it was necessary to provide a broad based vocational education program to satisfactorily prepare all students for the multitude of vocations, it is becoming obvious that present college preparatory programs cannot prepare students for the large number of available postsecondary education programs. A need exists to offer eleventh and twelfth grade students a diversity of pre-postsecondary programs to prepare them for entrance into postsecondary education.

Some member schools of Joint Vocational School Districts are not able to offer a comprehensive college preparatory program for their students. If no comprehensive college preparatory programs are offered, the postsecondary bound student in some cases finds himself attending high school for a minimal number of hours each day during the eleventh and twelfth years. This student's ability and talent is not challenged or developed by experiences in a pre-postsecondary area of his choice.

The joint vocational schools of Ohio have resources in business laboratories, business instructional personnel and media centers which are not presently available to home high school students considering postsecondary education.

It is felt that the development of a variety of pre-postsecondary programs in the Joint Vocational School Districts which would include those subjects required for high school graduation and postsecondary institution entrance would enhance the career education training for these postsecondary bound students.

The problem is to develop a pre-postsecondary high school curriculum in Business Administration for students of the eleventh and twelfth grades.

II. Statement of Philosophy.

The present college preparatory programs are too general to prepare students for the large number of available specialized post-secondary education programs. A need exists to offer eleventh and twelfth grade students a diversity of secondary programs to prepare them for entrance into post-secondary education. The Business Administration Program for students of the eleventh and twelfth grades is a means to help prepare the students to gain experience in anumber of these specialized Business occupational areas.

Throughout our nation there is a cry for relevance in education and loading campuses with uncommitted youth injures the development of the best professional educational efforts. By Business Administration students receiving a rather comprehensive view of what is involved in the different fields of Business Administration, they can enter their chosen area of study knowing in what direction they want to go.

Pre Post-secondary Education is not in itself a discipline but involves various disciplines developed into a program pattern built around the student's goal rather than goals on an educational discipline. The program would be so structured as to integrate the knowledge required from the disciplines as a part of the total block of time along with instruction in the technical knowledge and skills of the Business Administration areas.

Business Administration for high school students in the eleventh and twelfth grade will be an experienced centered program designed to meet a need for exploration toward a lifetime career and a program that is educationally relevant. It will extend the opportunity for post-secondary bound students to investigate post-secondary educational programs prior to the time that they must make a choice of a particular post-secondary educational program. It will also be built around technical knowledge, math, work habits, and attitudes. Thus, they will be youth who know why they are in college and know where they are going.

Through the cooperative effort of the joint vocational school district and the technical college, high school eleventh and twelfth grade students may be extended the opportunity not now available for them to have secondary educational experiences in classrooms and laboratories which are generally available only in more populated centers with a greater student base.

Most of the high schools of Ohio are identified as comprehensive high schools yet there are almost no truly comprehensive high schools since there are none that provide an opportunity for the majority of youth to reach their goals. This being the case, the Business Administration program would help the high school provide a means by which more students could reach their goals.

The Business Administration program will be offered to eleventh and twelfth graders as a two year pre-professional program. Students who are stimulated to a goal beyond their educational achievement, but within their native ability, will have the opportunity to work towards that goal without regard to the Carnegie units which have controlled our educational system.

II. Statement of Philosophy (Continued)

These students will go directly from the pre-professional program of Business Administration into the professional schools in our colleges and universities without the usual last two years of upper level high school programs imposed upon them.

By offering the exploratory Business Administration Program on the eleventh and twelfth grade level, the students will be prepared to enter college with a basic background in Business Administration knowing the direction they are going, thus being ahead of the other students entering the Business Administration area in college.

III. Occupational Areas.

Within the world of work, there exist many possibilities for career development. Having considered the Dictionary of Occupational Titles (D.O.T.) and an advisory committee, three broad occupational areas have been identified. These areas encompass most careers, so that regardless of the procedure used to implement the exploration program, there will be a maximum student and teacher involvement. The focus is on broad areas in the beginning, leading to narrowing choices, until finally, through decision making and consultation, some well defined career possibilities are determined by the students for postsecondary training.

Areas may be deleted, added, or modified, as the local situation demands, however, for our purposes three broad occupational areas have been identified, including sub-sections for more specific occupational experience.

III. Occupational Areas	D.O.T.
A. Administrative Specialization	
1. Accountants and Auditors	160.000
a. Accountant	160.188
b. Accountant, Budget	160.188
c. Accountant, Cost	160.188
d. Accountant, Systems	160.188
e. Accountant, Tax	160.188
f. Credit Analyst	160.288
g. Estimator	160.288
2. Budget and Management Analysis	161.000
a. Budget Officer	161.118
b. Union time - Study Man	161.118
c. Clerical Technician	161.268
3. Purchasing Management	162.000
a. Administrator, Contract and Order	162.118
b. Broker	162.158
c. Buyer	162.158
d. Commission Man	162.158
e. Purchasing Agent	162.158
f. Purchase - Price Analyst	162.188
4. Sales and Distribution Management	163.000
a. Manager, Contracts	163.118
b. Manager, Promotion	163.118
c. Manager, Sales	163.118
d. Spare - Parts Field Representative	163.158
e. Manager, Utility Sales and Service	163.168
5. Advertising Management	164.000
a. Advertising Assistant	164.068
b. Manager, Advertising	164.118
c. Director, Merchandising Display	164.168
6. Public Relations Management	165.000
a. Public Relations Man	165.068
b. Lobbyist	165.118
c. Director, Tourist	165.168

III. Occupational Areas (Continued)	D.O.T.
7. Personnel and Training Administration	166.000
a. Job Analyst	166.088
b. Director, Safety	166.118
c. Director, Industrial Relations	166.118
d. Manager, Personnel	166.118
e. Benefits and Service Records Supervisor	166.168
f. Supervisor, Training	166.228
g. Director, Sales Education	166.228
h. Employee Operations Examiner	166.268
i. Employment Interviewer	166.268
8. Inspectors and Investigators	168.000
a. Manager, Credit and Collections	168.168
b. Safety Man	168.168
c. Insurance Examiner	168.268
d. Safety and Sanitary Inspector	168.268
e. Safety Inspector	168.284
f. Claim Examiner	168.288
9. Occupations in Administrative Specializations, n.e.c.	169.000
a. Labor Relations Specialist	169.118
b. Salary and Wage Administrator	169.118
c. Administrative Assistant	169.168
d. Manager, Office	169.168
e. Interviewer and Claims Adjustor	169.168
B. Managers and Officials	
1. Construction Industry Managers and Officials	182.000
a. Superintendent, Construction	182.168
b. Construction, Inspector	182.287
2. Manufacturing Industry Managers and Officials	183.000
a. Manager, Branch	183.118
b. Production Superintendent	183.118
c. General Foreman	183.168
3. Transportation, Communication, and Utilities Industry Managers and Officials	184.000
a. Director, Public Serivce	184.118
b. Import-Export Agent	184.118
c. Dispatcher, Chief	184.168
d. Maintenance Supervisor	184.168
e. Manager, Traffic	184.168
f. Manager, Warehouse	184.168
g. Manager, Material	184.168
h. Superintendent, Transportation	184.168
i. Transportation - Maintenance Foreman	184.168

III. Occupational Areas (Continued)	D.O.T.
4. Wholesale and Retail Trade Managers and Officials	185.000
a. Manager, Merchandise	185.168
b. Manager, Parts	185.168
c. Manager, Store	185.168
d. Service Manager	185.168
e. Wholesaler	185.168
5. Finance, Insurance and Real Estate Manager and Officials	186.000
a. Manager, Financial Institution	186.118
b. Manager, Insurance	186.118
c. Property Manager	186.118
d. Real Estate Agent	186.118
e. Trust Officer	186.118
f. Manager, Safe Deposits	186.138
g. Manager, Apartment House	186.168
h. Manager, Housing Project	186.168
i. Reserve Officer	186.168
j. Supervisor, Credit Union	186.168
k. Loan Officer	186.288
6. Service Industry Managers and Officials	187.000
a. Director, Community Organization (nonprofit)	187.118
b. Manager, Hotel - Motel	187.118
c. Superintendent, Institution	187.118
d. Superintendent, Recreation	187.118
e. Manager, Restaurant	187.168
f. Manager, Theater	187.168
7. Public Administration Managers and Officials	188.000
a. Commissioner, Conservation of Resources	188.118
b. Commissioner, Public Works	188.118
c. Manager, City	188.118
d. Welfare Director	188.118
e. Postmaster	188.168
f. Revenue Agent	188.168
8. Miscellaneous Managers and Officials, n.e.c.	189.000
a. Manager, Industrial Organization	189.118
b. President	189.118
c. Vice President	189.118
d. Security Officer	189.168
e. Manager Trainee	189.168
f. Field Representative	139.268
C. Miscellaneous Professional, Technical, and Managerial Occupations	
1. Agents and Appraisers	191.000
a. Business Agent	191.118

III. Occupational Areas (Continued)

	D.O.T.
b. Right-of-Way Agent	191.118
c. Service Representative	191.118
d. Credit Analyst	191.268
e. Appraiser, Real Estate	191.287

IV. Program Objectives.

A. To offer a two-year curriculum which will provide 22.5 hours per week of pre-postsecondary instruction in the field of Business Administration for high school students in the eleventh and twelfth year level which would be compatible with high school graduation and possess experience centered instruction related to postsecondary education achievement of a para-professional or professional goal.

B. To provide the resources in business laboratories, business instructional personnel, and media centers of the joint vocational schools of Ohio to students planning postsecondary education Business Administration.

C. To provide the opportunity for postsecondary bound students to investigate postsecondary educational programs prior to the time that they must make a choice of a particular postsecondary educational program.

D. To provide a program to broaden the experiences of students interested in postsecondary education in Business Administration.

E. To provide an experienced centered program with a strong purpose and well fixed reason for learning so the student can develop goals and reach the goals through pre-postsecondary education.

F. To provide the student with a meaningful and beneficial alternative to the general college preparatory courses offered in secondary education.

G. To provide a program in Business Administration which will allow the student to learn by building on what he knows and put into practice what he has learned.

H. To give the student a beneficial goal and direction when he enters postsecondary education.

V. Content

The following contents were based on 36 weeks of instruction and 22 1/2 hours per week, including about 4 1/2 hours for experience oriented work (more experience oriented work should be provided whenever possible).

The content shows the areas to be covered and does not indicate the order of presentation. The block program approach should be used not the subject approach. Include the areas of study when it is appropriate within the progra Also, the content and time allocations are guidelines and should be adjusted to meet the nees of the students and to the availability of experience opportunities in the community.

The work experiences have been suggested in the program implementation section of the course content; but, the teacher should not be limited to these only. Additional experience areas are listed under resources and materials.

The use of visual aids should be used whenever possible, including extensive use of practice sets, games, role playing, and simulations. Some possible sources of teaching aids are also listed der the section on resources and materials.

Resources and Materials

1. Local Library
2. Publishing Companies
3. Films Extension Media Center - University of California
   Berkeley, California 94720
4. Chamber of Commerce
5. Local service and professional organizations
6. Film Library - Kent State University
   Kent, Ohio
7. The Guide to Simulations/Games for Education and Training
   Information Resources, Inc.
   P. O. Box 417
   Lexington, Massachusetts
8. Manufacturers of office equipment
9. Banks - Loan Department, Trust Department, Savings and Checking Departments
10. Credit Agencies
11. Insurance - Life, Fire, Auto, Liability, etc., Adjuster
12. Government Agencies - Internal Revenue, Post Office, Social Security, Unemployment, Environmental Protection Agency, City Offices, County Offices
13. Manufacturing Firm - Production, Materials Management, Purchasing Departments, Sales Department, Shipping and Receiving, Accounting, Personnel, Payroll Data Processing
14. Public Utilities - Phone Company, Gas and/or Electric Company

Resources and Materials (continued)

15. Miscellaneous - Public Accounting Firm, Lawyer, Court, Better Business Bureau, Real Estate Agent, Appraiser, Stock Broker, Advertising Agency, Hospital, Transportation (dispatcher), Construction Company, Retail outlet, Wholesale and/or Distributer, Labor Union, Military Recruiters, etc.

INTRODUCTION TO BUSINESS
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the nature of business and how business fits into society; how business is organized.

PROGRAM OBJECTIVES

To provide information on the development of business, its enviornment, and the social aspects of business so that the student will understand his position in the business enviorn ment.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The students will be able to identify the basic freedoms of capitalism.	Have the students review and discuss the basic freedoms of capitalism: private enterprise, private property, and freedom of choice.	Have examples and illustrations of the basic freedoms of capitalism.
The student will be able to see the relationship of capital and risk to profit.	Have the students illustrate how capital is used to generate profit including the elements of risk involved.	

INTRODUCTION TO BUSINESS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to understand the concept of specialization and mass production.	Have the students report on examples of specialization and mass production.	
The student will be able to understand the industrial reveloution and its affect on business and the workers.	Have the students review and discuss the industrial reveloution.	
The student will be able to compare and list advantages and disadvantages of different types of business organizations. He will be able to identify some general management activities.	Have the students compare various types of businesses, list advantages and disadvantages, and draw organizational charts. Visit a business to observe some management activities. Have the students list these activities and discuss them.	Have some examples of organization charts and arrange for a trip to a business to observe management activities.

INTRODUCTION TO BUSINESS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to understand how businesses market their products and services.	Have the students listen to guest speakers on pricing, transportation, advertising, wholesaling and retailing. Visit a wholesale outlet and a retail store.	Arrange for guest speakers and arrange for field trips to a wholesale outlet and a retail store.
The student will understand how production takes place and the management of materials.	Have the students observe and discuss production and materials management. Have the students report, discuss, and draw a flow of merchandise from its raw material to a finished product in the hands of the consumer.	Arrange for field trips to a business to observe production and materials management.

INTRODUCTION TO BUSINESS
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understand of the human side of business and to view problems of people and how business affects people and the enviornment.

PROGRAM OBJECTIVES

To provide information on the personnel side of the business organization and to show the students how they will fit into and/or will be affected by the business.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENATION
The student will be able to understand what is involved in selecting an employee and the training of an employee.	Have the students observe the activities of a personnel department. Have the students outline a possible training program.	Arrange for a visit to a personnel department. Have various samples of employment applications and tests available. Have some policy books from various companies available as well as job descriptions.
	Listen to a speaker on the role of the union in business.	Contact a union leader as a guest speaker on the role of the union business.

INTRODUCTION TO BUSINESS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to organize and categorize guidelines which will show human relations policy within a business organization.	Have the students design a company policy booklet which will indicate guidelines to foster better human relations within their company. Hopefully have them also design an evaluation system to see how it would work.	
The student will be able to characterize the different roles of management, unskilled labor, union leadership, etc., in human relations situations.	Have the students "brainstorm" on developing better human relations within business.	
	Have the students list the various jobs or departments within a company. Have them describe the duties of each and explain what important part it has in making profits for a company.	
	Have students join a Junior Achievement Company and contribute in different ways to it.	Encourage students to join Junior Achievement.
	Have the students explore the differences between a successful and unsuccessful company or business.	
	Have the students role play management, skilled labor, unskilled labor, union leadership in a panel discussion of the topic of "Human Relations In Business".	

INTRODUCTION TO BUSINESS
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the finance of business, risks involved in business, and insurance against loss.

PROGRAM OBJECTIVES

To provide financial information including stocks, bonds, bank loans, and insurance.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to report on how to finance a business. He will understand financial problems and policies. He will be able to discuss how security markets operate.	Have the students simulate the financing of a small business operation and develop financial policies.	
	Have them listen to a financial director or a local business.	Arrange for a financial director to speak to students.
	Introduce the students to the Wall Street Journal and stock indexes from newspapers.	Have the Wall Street Journal available.

INTRODUCTION TO BUSINESS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to report on the benefits of insurance, its purposes, and costs.	Have the student hear from various representatives of insurance companies so they can learn to put insurance to work for themselves. Have the students list damages to a car after an accident, get appraisals for getting it fixed, and determine the costs of insurance. Have students indicate reasons and/or benefits of insurance.	Arrange for speakers from various insurance companies.

BUSINESS MATH
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the fundamentals of math and mathematical applications to business problems.

PROGRAM OBJECTIVES

To provide instruction in the fundamentals of math so that the students can improve their use and application of math.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will improve his accuracy and speed in addition, subtraction, multiplication, and division.	Have the students do review and drill work in addition, subtraction, multiplication and division.	Have review and drill pr lems available and revie proper methods to impro skills in the fundament of math, decimals, frac and percentages.
The student will be able to use decimals in math problems, including addition, subtraction, multiplication, and division.	Have students work problems and exercises involving decimals and have them convert common fractions to their decimal equivalent.	
The student will be able to convert common fractions to their decimal dquivalent.		
The student will know the terminology of fractions and be able to use fractions in math problems including addition, subtraction, multiplication and division. He will be able to reduce a fraction to lower terms.	Have the students work problems and exercises involving decimals and have them reduce fractions to lower terms. Review and use the terminology related to fractions.	

BUSINESS MATH
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to represent decimals and fractions as percentages.	Have the students work problems and exercises converting decimals and fractions to percentages and using the percentage formula.	
The student will be able to use and apply the percentage formula.		
The student will be able to compute cash discounts, trade discounts, and markup.	Have the students work problems on discounts and markup.	
	Have the students review business forms using discounts and markups and compute the amounts.	Have invoices, sales slips and other business forms available that show discounts and markup.
The student will be able to calculate discounts on notes, find maturity dates of notes, and find the proceeds.	Have students calculate problems involving discounting notes and review what notes are and why they are discounted.	Have sample notes available for students to use.
The student will be able to compute interest for annual, monthly, or daily periods of time.	Have the students work problems using interest.	
The student will be able to use the 60-day interest method.	Have the students review why interest is charged and the use of 360 days and 365 days on computing interest.	
The student will be able to calculate compound interest.		

BUSINESS MATH
(72 hours)

DEVELOPMENTAL OBJECTIVES	PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to compute installment charges on an installment purchase and calculate the interest on an installment purchase.	Have the students work problems on installment purchases and review installment contracts.	Have some installment contracts available for students to review.
The student will understand the use of credit card purchases and be able to calculate the finance charge on the average daily balance of overdue accounts.	Have the student calculate finance charges from credit card statements.	Have credit card statements available for student use.

BUSINESS ENGLISH
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the basic sentence pattern (parts of speech) and to write an effective sentence, paragraph, and complete message.

PROGRAM OBJECTIVES

To provide information on effective oral and written messages and the proper structure of messages.

BEHAVIORAL OBJECTIVES

The student will be able to write an effective sentence utilizing correct sentence patterns and parts of speech.

ACTIVITIES

Have the students work exercises using the correct parts of speech. Review the four sentence patterns and practice writing sentences utilizing each.

PROGRAM IMPLEMENTATION

Have books available describing the sentence patterns and the parts of speech. Provide exercises utilizing an either/or situation.

BUSINESS ENGLISH
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to recognize the various forms of speech and be able to use them.	Have the students work exercises on the forms of speech.	Provide information and illustrations on the various forms of speech and present proper techniques in sentence unity, coherence, and emphasis.
The student will be able to use proper techniques for achieving sentence unity, coherence, and emphasis.	Have the students practice writing sentences using unity, coherence, and emphasis.	
The student will be able to write an effective paragraph using proper paragraph structure and development, including unity, organization, coherence, and emphasis.	Have the students discuss a poorly written paragraph as to its precise meaning and re-write it using correct structure and development.	Provide examples of poorly written paragraphs and examples of correctly written paragraphs.

BUSINESS ENGLISH
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to plan and write a complete message employing forceful first and last sentences.	Do exercises in proofreading sentences and correcting the errors . Practice writing messages.	Provide exercises with sentences that need to be corrected. Provide examples of forceful messages.
The student will be able to understand and use the five C's of a message.	Have the students explain in five C's and use them in writing messages.	

BUSINESS ENGLISH
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the proper procedures in planning and writing various kinds of business letters.

PROGRAM OBJECTIVES

To provide information on proper planning and writing of business letters.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to use effective styling for business letters.	Have oral discussions regarding information needed on a letterhead. Have the students design letterheads for a list of firms.	Provide examples of letterheads and a list of forms.
The student will be able to list the seven parts of a business letter, punctuation styles, and letter styles.	Have the students give the meaning of terms pertaining to punctuation styles and letter styles. Have the students mark on a business letter the seven parts of the letter.	Have business letters available for students to use in exercises and show examples of business letters.

BUSINESS ENGLISH
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
	Have the students review and discuss the seven parts of a business letter.	
The student will be able to use the proper tone in writing business letters.	Have the students write paragraphs using the proper tone under different tupes of circumstaneces.	Provide different circumstances that require different tones to be included in the paragraphs.
The student will be able to recognize the various types of business letters.	Have the students review and discuss sales letters, adjustment letters, credit letters, collection letters, letters of applications, resumes, letters of introduction and recommendation, simple requests and special requests, orders, remittances, simple acknowledgements and order acknowledgements, inquiries, and replies.	Have samples of each type of letter available for review and discussion.

ECONOMICS
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of our economic system and evolution.

PROGRAM OBJECTIVES

To provide information on our economic system.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to understand our economic system.	Have the students review and discuss our economic system, supply and demand, money and credit.	Provide information on our economic system.
The student will be able to understand the theory of supply and demand and how they affect prices.	Have the students draw supply and demand curves on graph paper.	
The student will be able to understand how money and credit are used.	Listen to a guest speaker on money and credit.	Arrange for a guest speaker from a bank.
The student will be able to report on the organization and operation of the Federal Reserve System.	Have the students give reports on the Federal Reserve System and listen to a guest speaker on the Federal Reserve System.	Have Federal Reserve bulletins available. Contact a representative of the Federal Reserve System or a banker to be a guest speaker.

ECONOMICS
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the basic processes of production, processing and distribution in the American economy and the importance of human relations in these processes.

PROGRAM OBJECTIVES

To provide information concerning the aspects of business, the basic processes of production, processing and distribution in American work economy and the importance of human relations in these processes.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to identify concepts of the American system of free enterprise, the circular flow of goods and services, national output and growth, forms of business organizations, money management and changing occupational patterns.	Have the students make reports (oral and written) on history, current trends, and future outlook of business. Include aspects of business, basic process of production, processing and distribution utilizing the following sources: a. library research b. personal interviews c. broadcast media	Have magazines, papers, and books dealing with business trends available; collect materials for business model; literature on how to develop company policy; contact Junior Achievement for possible membership; construct list of business terms; obtain filmstrips relating to business and economics and contact business representative from personnel department to speak to the class; organize or encorage joining interschool committee on human relations.
The student will be able to replicate a system of free enterprise on a small scale.	Have the students organize a business model. Buy a product to market, advertise it, sell it, distribute it, and hopefully profit by it. Listen to a speaker from a personnel department.	

ECONOMICS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop a clarification of the relationship between government and economic structure in general.		To provide activities and experiences which will enable the student to understand the relationship between government and economic structure.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to identify the function of economics as it related to government.	Listen to a government employee who can relate to the student the relationship between the government and the economic structure.	Contact government employee to speak to the class; provide information concerning government agencies and concerning gross national product, labor laws, taxes, and social security; acquire application blanks for social security cards; provide information about Armed Forces and their relation to economic structure.
	Have the students list the various government agencies and describe the function of each as it related to our economic structure.	
	Have the students become familiar with the gross national product, the factors that determine it, and the relationship of the individual in society to it.	
The student will be able to report on labor law and work regulations.	Have the students find out what the various labor laws and work regulations are.	

ECONOMICS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to report the effect of taxes on the consumer.	Have the students research the relationship of industry to the government in regard to the dependence on government for financing, government projects, research and future trends. Have the students learn the different types of taxes.	
The student will be able to name various benefits of social security and how to apply for social security.	Have the students listen to a speaker from the social security administration. Have the students list the various benefits under social security and explain each benefit.	Arrange for a speaker from the social security administration.
The student will be able to report on the spending patterns of the Armed Forces as it relates to the economic structure of our society.	Have the students examine the spending patterns of the Armed Forces as it relates to the economic structure of our country, the jobs it provides for society, the education it provides for individuals, and the benefits it provides for veterans.	

ECONOMICS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop a knowledge of general economic structure as related to the labor forces of our nation, state, and local areas.		To provide activities and experiences which will enable the student to understand the labor forces of our nation, state, and local areas and relating his knowledge of general economic structure.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to report on civil service jobs and/or name their requirements.	The students will listen to a speaker from civil service commission talk on jobs in civil service locally and nationally as well as requirements for qualifying for civil service work.	Contact a representative from the civil service commission to talk to the students.
The student will be able to identify how war and peace affect labor and economy forces in our nation.	Have the students research and discuss the relationship of war and peace to the economy and labor force of our country.	

ECONOMICS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to identify various methods of obtaining credit, know its advantages and disadvantages, know how one obtains a credit rating and realize why a person must have good credit references.	Listen to representatives from business discuss credit.	Contact speakers for a panel discussion: bank representative, loan associate, realtor, seller and buyer.
	Have the students survey teachers, parents, neighbors, friends, etc. to find out how many people use credit cards, why and what effect it has on them.	
The student will be able to understand labor organizations and how they are organized.	Have the students give reports on labor unions: local national, and federations.	
	Listen to a labor leader.	Contact a labor leader to be a guest speaker.

ECONOMICS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to report on the functions of a bank, how it helps consumers to use money wisely and how it, in turn, uses their money in order to obtain a profit. The student will be able to understand the creation of money through the use of demand deposits.	Take the students on tour of a bank and be introduced to the information about its various services.	Contact a bank and arrange for a field trip.
The student will be able to list the advantages and disadvantages of buying stock, what its economic purposes are, and how it may be a method of wise spending.	Have the students listen to a stock broker tell about his work and how people invest in the stock market.	Arrange for a stock broker to come as a guest speaker.

ECONOMICS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding and value of the complexities of the free enterprise system with other major economic systems.		Provide information which will enable the student to understand and value the complexities of the free enterprise system and be able to compare other major systems to free enterprise.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to identify economic systems which relate to other systems.	Have the students make comparisons of the United States economic system with other economic systems.	Gather information concerning various economic systems, free enterprise, government agencies, welfare, workman's compensation, and materials to construct a flow chart.
The student will be able to name the advantages and disadvantages of the free enterprise system.	Have the students name and discuss the advantages and disadvantages of the free enterprise system.	
The student will be able to identify the functions of various government agencies.	Introduce the students to the history, progress, and future functions of such government agencies as the Securities Exchange Commission, Federal Deposit Insurance Corporation, Federal Housing Authority, etc.	Contact your local representative and senator for available information.
The student will be able to construct a visual flow chart which depicts the American system of free enterprise.	Have the students research and discover the basic facts and qualifications about welfare, workman's compensation, etc. See if they compare to anything similar in other countries.	

BUSINESS LAW
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the origin and development of the law and the basic processes of law.

PROGRAM OBJECTIVES

To provide information about the development of law, the court system, constitution and other laws. To show how these fit into the legal process and the importance of human rights in this process.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to understand the origin and development of law.	Have the student review and discuss the history of law.	
The student will be able to list the State and Federal Courts in the U.S. and the proper jurisdiction of each.	Have the students develop a chart showing the powers and jurisdiction of each court and present the chart in a discussion.	Provide information and material to prepare a chart of the court systems.
	Visit a court room.	Contact the court to plan a visit to the court rooms.
The student will be able to distinguish between constitutional laws, statutes, and common law.	Have the students present examples of the various types of laws.	Have a copy of the Federal and State Constitution available and copies of some statutes and common laws available for students to use.
	Have the students present examples of the various types of laws. Have the students discuss which laws have power over the other.	

BUSINESS LAW
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the legal implications of contracts and of the importance of rights and responsibilities of the parties to a contract.

PROGRAM OBJECTIVES

To provide information about the basic processes of the creation and discharge of contracts.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to understand the nature of contracts and identify various forms of contracts.	Have the students review contracts and the elements of a contract: listen to a guest speaker on contracts.	Have examples of contracts, sales contracts, and warranties available. Compile a list of case studies for the students to analyze and study. Have guide lines set up for role playing in setting up contracts. Contact a lawyer to speak to the class on contracts.
The student will be able to make or enter into a binding contract. He will be able to understand the elements of a binding contract.	Have the students study and analyze case studies involving contracts and present the cases in class.	
The student will be able to recognize a valid offer and acceptance. He will know what is considered consideration and what makes a person a competent party of a contract.	Have the students, through role playing, enter into contracts with each other and discuss the legal rights of each party.	

BUSINESS LAW
(72 hours)

DEVELOPMENTAL OBJECTIVES

PROGRAM OBJECTIVES

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to transfer or assign the rights of contracts.	Responsibilities that they have created by entering into the contracts.	
The student will know when rights and responsibilities of a contract are discharged.	Have the students bring in examples of contracts in which they are a party and discuss the contracts and how they will be discharged.	
The student will know what the remedies and damages are for the breach of a contract.	Have the students discuss breach of contract and what remedies there for various types of contracts.	
The student will be able to understand a sales contract, know when title passes in a sale and know who may pass the title of property.	Have the students review sales contracts and write up legally binding sales contracts to present for discussion.	
The student will be able to define a warranty and the legal aspects of warranties.	Have the students analyze case studies on sales contracts and present them for discussion.	

BUSINESS LAW
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
	Have the students bring in warranties on products that they have purchased and discuss the warranties.	
The student will know how an agency is created and be able to list the parties involved in an agency.	Have the students discuss agencies and analyze case studies involved in agencies.	
The student will be able to understand insurance policies and know what an insurable interest is.	Have the students present various insurance contracts and discuss the coverage offered by the policy and listen to an insurance agent.	Have various kinds of insurance policies available and contact an insurance agent to discuss insurance policies and his role as an agent.
	Have the students analyze case studies involving insurance policies.	

BUSINESS LAW
(72 hours)

DEVELOPMENTAL OBJECTIVES

PROGRAM OBJECTIVES

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to tell the difference between real property and personal property. He will be able to define how title to property is acquired and transferred.	Have the students review property and transfer of property. have them analyze present case studies involving property.	Have a deed and formal title available for the students to discuss. Provide case studies on property.
The student will be able to understand and define bailment and be able to list the rights and duties of the bailor and bailee.	Have the students define and discuss bailments and analyze and present cases involving bailments.	Provide case studies on bailments.

BUSINESS LAW
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the need and use of negotiable instruments in business, as well as how they are used in personal life.

PROGRAM OBJECTIVES

Provide information about negotiable instruments and how they affect business and how they have or will influence the students.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to identify a negotiable instrument. He will be able to list the parties to a negotiable instrument.	Have the students review and discuss negotiable instruments, define them and identify the parties.	Have sample negotiable instruments available and illustrations of their use and how they are transferred
The student will be able to define the liabilities of the parties and he will know how the liability is discharged.	Have the students simulate preparing and transferring negotiable instruments.	
The student will be able to transfer negotiable instruments.	Have the students analyze case studies involving negotiable instruments.	Provide case studies involving negotiable instruments.

INTRODUCTION TO DATA PROCESSING
(72 hours; 4 hours for 18 weeks)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the growth and development of data processing and the importance of data processing today.

PROGRAM OBJECTIVES

To provide information on the history and development of Data Processing.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to identify the growth and development of Data Processing. The student will be able to list the stages or levels of development of data processing.	Have the students review and discuss the history and development of data processing and the stages of development.	Have data processing illustrations, examples, and text materials available.
The student will be able to list the operations in data processing.	Have the students discuss the operations of data processing.	
The student will be able to identify the need for data processing.	Have the students discuss and present different views in regarding the advantages and disadvantages of automated data processing including the right of privacy.	Have films, filmstrips, and magazines available for discussion items.

INTRODUCTION TO DATA PROCESSING
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the use of the punched card and unit record data processing equipment.

PROGRAM OBJECTIVES

To provide information about the punched card, and the unit record equipment to process the punched card.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to read the Hollerith code for punched cards.	Have the student practice reading the punched card code.	Have punched cards available for the students.
The student will be able to understand the set up and operation of unit record equipment and its historical importance.	Have the students review the use of the equipment and how it is able to process the punch card.	Have unit record equipment available for students use and/or observation. (If the equipment is not available in house, a trip should be made to a local business that has the equipment.)
	Have the students use and/or observe the use of the equipment.	

INTRODUCTION TO DATA PROCESSING
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the use and application of electronic data processing and the importance of electronic data processing in today's business.

PROGRAM OBJECTIVES

To provide information concerning electronic data processing and its application so that the student will understand the implications and importance of electronic data processing.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to understand the features of the electronic computers and be able to understand the difference between the analog and digital computer.	Have the students review the features of electronic computers and have them present through illustrations or examples the differences between an analog computer and a digital computer.	Have information and illustrations of analog and digital computers available for students to review.
The student will be able to name the basic units that make up an electronic computer system.	Have the students present a list of input and output devices and present information on the central processing unit.	
The student will be able to understand how a computer stores information and recalls information.	Have the students review core storage and other types of computer storage.	
The student will be able to understand the binary code and convert binary, octal, and hexidecimal numbers to decimal numbers.	Have the students work problems using binary numbers and have them convert binary, octal, and hexidecimal numbers to decimal numbers.	

INTRODUCTION TO DATA PROCESSING
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to list various business applications on electronic computers.	Have the students review various applications; call on a business using EDP and bring in the results of the interview.	Contact various businesses and arrange for students to call on them to gain information on computer applications.

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding of how accounts are increased and decreased by business transactions.		To provide information on how accounts are increased and decreased by the accounting equation.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to understand the accounting equation and how accounts are increased and decreased based on the equation.	Have the students analyze business transactions and show the increase or decrease in the proper accounts.	Provide a list of accounting terms and transactions.
	Have the students prepare transaction worksheets showing increases and decreases in accounts.	Provide illustrations on increases and decreases in accounts and how the increases and decreases affect the accounting equation.
The student will be able to use debits and credits to increase and decrease accounts.	Have the students use debits and credits to show the increase and decrease in accounts.	Provide information on debits and credits and how they are used to increase or decrease accounts.

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding of how accounts are increased and decreased by business transactions.		To provide information on how accounts are increased and decreased by the accounting equation.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to understand the accounting equation and how accounts are increased and decreased based on the equation.	Have the students analyze business transactions and show the increase or decrease in the proper accounts.	Provide a list of accounting terms and business transactions.
	Have the students prepare transaction worksheets showing increases and decreases in accounts.	Provide illustrations on increases and decreases in accounts and how the increases and decreases affect the accounting equation.
The student will be able to use debits and credits to increase and decrease accounts.	Have the students use dibits and credits to show the increase and decrease in accounts.	Provide information on debits and credits and how they are used to increase or decrease accounts.

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the accounting cycle, including the use of journals, ledgers, worksheets, and financial statements.

PROGRAM OBJECTIVES

To provide information on the accounting cycle and financial statements, how the forms are filled out, and the use of the financial information.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to analyze business transactions to determine what accounts are involved and the proper debit and credit entry.	Have the students analyze transactions, name the accounts involved, and tell if the accounts increase or decrease by a debit or credit entry.	Provide transactions for students to analyze or debit and credit entries.
The student will know what a general journal is and will be able to record business transactions in the journal properly.	Have the students practice filling out journals using proper identification of account titles and the proper method and procedure to enter transactions in the journal	Have various accounting forms available for illustrations and use.
The student will be able to use a general ledger and post information from the journal to the proper account in the ledger.		

ACCOUNTING
(216 hours

DEVELOPMENTAL OBJECTIVES BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM OBJECTIVES PROGRAM IMPLEMENTATION
The student will be able to classify accounts on the worksheet as balance sheet or income statement accounts. He will then be able to fill out the worksheet.	The students will fill out a trial balance and transfer the balances to the balance sheet or income statement and complete the worksheet arriving at the net income or net loss.	Tell the students the proper methods in preparing worksheets and financial statements. Inform the students on how to calculate net income or loss and how the net income or loss affects the capital account.
The student will be able to prepare a balance sheet from the worksheet.	Have the students prepare a balance sheet.	Provide students with worksheets so that they can prepare balance sheets and income statements.
The student will be able to prepare an income statement from the worksheet.	Have the students prepare an income statement.	

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to record and post closing entries and understand the need for closing entries.	Have the students record the closing entries in the journal, post them to the proper accounts in the ledger and balance the accounts.	Provide illustrations on the proper methods of closing the ledger by journalizing, posting, and balancing the accounts.
The student will be able to balance the accounts.	Discuss the need for closing entries.	

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding of the use of special journals and ledgers.		To provide information about special journals and ledgers and how they aid in accounting.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to enter transactions in special journals and post from the journals.	Have the students work problems using special journals and have them post from the special journals to the general ledger and subsidiary ledger. Have the students prepare a schedule of accounts receivable and payable.	Have problems on special journals and ledgers and provide a practice set for the students to fill out.
The student will be able to understand and use special ledgers.	Listen to a speaker on accounting, including special ledgers and journals.	Contact an accountant as a guest speaker.
The student will be able to fit the special journals and ledgers into the accounting cycle.	Have the students work a practice set.	

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the banking services and how they apply to business, accounting, and personal use.

PROGRAM OBJECTIVES

To provide information on banking services and how banks help businesses and the individual.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to understand and use banking services.	Have the students review and discuss banking services and how to use them.	Have banking forms available for illustration and use.
The student will be able to reconcile a bank statement and make journal entries for the various charges, bad checks, overdrafts, etc.	Have the students practice reconciling bank statements and journalize and post the necessary entries from the bank statement.	Get sample bank statements for the students to reconcile.

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding of the transactions involving the purchase and sale of merchandise.		To provide information on sales, purchases, and inventory control.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to record sales, sales returns and allowances, and sales discount. The student will be able to cash discounts.	Have the students discuss sales, sales returns and allowances, sales discounts, and trade discounts. The students will practice recording transactions invovling sales. The students will calculate cash discounts.	Have examples of purchase orders, invoices (showing cash discounts), and sales slips available.
The student will be able to record purchases, purchase returns and allowances, and purchase discounts.	Have the students discuss purchases transactions and record them in the journal.	
The student will be able to calculate and record sales tax.	Have the students discuss sales tax and practice recording sales tax in the journal.	
	Visit purchasing and sales departments of a business.	Contact a business and plan a field trip to the purchasing and sales departments.

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop a knowledge of pay roll systems and how they work.

PROGRAM OBJECTIVES

To provide information on pay rolls and the taxes and other deductions related to pay rolls.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to calculate gross pay.	Have the students analyze the different methods of payments and calculate gross pay.	Have time cards, pay check and stubs, payroll registe employee earning records, W-2 forms, W-4 forms, etc available for review and
The student will be able to calculate taxes and other types of deductions.	Have the students calculate pay roll taxes and other types of deductions.	
	Visit a payroll department of a business.	Contact a business for a field trip to the pay roll department.
The student will be able to prepare a pay roll register and employee earning records.	Have the students fill out payroll registers and employee earning records. Listen to a guest speaker on pay roll taxes.	Contact government agencies for guest speakers on pay roll taxes.

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES

PROGRAM OBJECTIVES

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to record the pay roll and the pay roll tax expense in the journal.	Have the students practice recording the pay roll and pay roll tax expense.	
	Work a pay roll practice set.	Have a pay roll practice set for the students to work.

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of adjusting entries and how to use adjusting entries to get a realistic net income figure.

PROGRAM OBJECTIVES

To provide information on adjusting entries.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to adjust accounts to bring them up to date at the end of the fiscal period.	The student will discuss, analyze, and calculate adjusting entries including accrued income and expense.	Provide information on adjusting entries. Have examples of the various kinds of adjusting entries available.
The student will be able to estimate bad debts and write off uncollectable accounts.	Have the students estimate bad debts, adjust the account and write off uncollectable accounts.	
The student will be able to calculate depreciation and record the depreciation.	Have the students review and discuss the various kinds of depreciation, and record the depreciation in the journal.	

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to record the sale, discard, or trade-in of assets that have depreciated.	Have the students calculate the book value and gain or loss on the asset and make the appropriate journal entries.	
The student will be able to calculate interest on notes receivable and payable, record the interest and adjust the interest when necessary.	Have the students practice calculating and recording interest.	
	Have the students listen to a guest speaker.	Contact a banker for a guest speaker on notes and interest and how notes are discounted.

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES

PROGRAM OBJECTIVES

BEHAVIORAL OBJECTIVES	ACTIVITIES
The student will be able to prepare financial statements after adjustments have been made.	Have the students prepare an income statement and balance sheet.

ACCOUNTING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the types of business organizations and the accounting procedures for each.

PROGRAM OBJECTIVES

To provide information on the types of business organizations.

BEHAVIORAL OBJECTIVES

The student will be able to record transactions for a partnership and corporation.

ACTIVITIES

Have the students review and discuss the types of business organizations and the differences in accounting for each. Have the students work a practice set involving a partnership.

PROGRAM IMPLEMENTATION

Have a practice set available for the students to work.

HUMAN RELATIONS
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the fundamentals of organizational behavior.

PROGRAM OBJECTIVES

To provide an understanding of the fundamentals of organizational behavior.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The students will be able to know the definition of human relations and the fundamental concepts revolving around the nature of man and the nature of the organization.	Have the students discuss difference between organizational behavior and human relations. Have the students study and discuss the fundamental concepts revolving around the nature of man and the nature of the organization.	Provide the students with materials on the fundamentals of organizational behavior. Have Maslow's priority lis of needs available. 1. Basic physiological needs 2. Safety and security 3. Belonging and social activity 4. Esteem and status 5. Self-realization and fulfillment
The student will be able to know the primary and secondary needs. The student will be able to list Maslow's priority list of needs and know how to interpret them in relating to workers. The student will be able to recognize the difference between motivational and maintenance factors.	Have the students discuss human needs, wants and motivation and how they relate to man's performance.	
The student will be able to understand what we mean by culture, role and status and how these variables do or do not fit together for social equilibrium.	Have the students study and discuss the social system in terms of culture, role, status and social equilibrium.	
The student will be able to know how morale affects production.	Have the students discuss morale.	

HUMAN RELATIONS
(72 hours)

DEVELOPMENTAL OBJECTIVES

PROGRAM OBJECTIVES

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to list several ways morale information can be obtained and used	Have the students study and discuss morale information: how it is received and how managers can use it to develop more positive morale.	

HUMAN RELATIONS

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to know what makes up a behavioral climate.	Have the students study and discuss behavioral climate.	
The student will be able to explain the basic human relations factors.	Have the students discuss the factors of basic human relations.	
The student will be able to summarize the autocratic, custodial and supportive theories of organizational behavior.	Have the students discuss the theories of organizational behavior: autocratic, custodial and supportive.	
	Have the students visit businesses to determine what theory is basically being used in a particular department.	Arrange for visits to various businesses for students to observe the organizational behavior.

HUMAN RELATIONS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an awareness of the importance of leadership and its development in business.		To provide an awareness of the importance of leadership and its development in business.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	
The student will be able to know what makes a leader and how he applies leadership through different managerial styles.	Have the students study and discuss the leadership role.	Provide students with material on leadership and its development.
The student will be able to know what the supervisor's different roles may be and how he can improve them.	Have the students study and discuss effective supervision.	
	Have the students attend a management meeting of a business. From the meeting, have the students discuss their feelings about the supervisor's role in that particular business.	Arrange for students to attend some management meetings of business and observe the supervisor on the job.
	Have the students observe the supervisor on his job and have them describe him on his job.	
The student will be able to know some of the learning principles useful in human relations training.	Have the students study and discuss human relations training including some of the methods used.	
The student will be able to discuss several human relation training methods.	Have the students find out what human relations training is given at a said number of businesses.	
	Have the students react to a manager's typical incoming communications. Discuss the reactions.	Provide managerial in-baskets for students.
	Have the students develop a plan where the human relations of our department of the school would be improved.	

HUMAN RELATIONS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an awareness of the importance of communication in human relations.		To provide an awareness of the importance of communication in human relations.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to know the definition of communication.	Have the students study and discuss communication material as it applies to human relations involving management activities.	Provide the students with material on the importance of communication in human relations.
The student will be able to understand communication as it relates to management activities: purposes, effects and responsibility.		
The student will be able to name the steps in the communication process.		
The student will be able to name the principle symbols used in employee communications.		
The student will be able to explain why listening is important in employee communication.		
The student will be able to write or rewrite material so it is readable by most adults.	Have the students study and discuss communications between different groups in the organizational structure.	
	Have the students listen to a human relations trouble-shooter discuss problems of communications within an organization.	Contact a human relations trouble-shooter to speak on typical problems of communications within an organization and possible solutions.
	Have the students interview management on communications in the organizational structure.	Arrange management and employee interviews on communications in the organizational structure for students.
	Have the students interview employees on communications in the organizational structure.	

MANAGEMENT
(144 hours)

DEVELOPMENTAL OBJECTIVES

To acquire an understanding of the decision making processes that are involved in the area of purchasing and the procedures for implementing the purchasing activities.

PROGRAM OBJECTIVES

To provide an understanding of how the businessman makes his purchasing decisions and his procedure for handling purchasing activities.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to make choices in given situations.	Have the students read and discuss material on purchasing policies and procedures.	Provide material and opportunities for decision making.
	Have the students work through simulated situations. Discuss pros and cons of decisions.	Have simulated purchasing situations.
	Have the students visit a few small clothing stores to note how many different kinds of wearing apparel are stocked. Note, too, whether neighboring stores carry similar items.	
	Have the students listen to several buyers from the area. Act as a panel to discuss various aspects of purchasing for their particular store or department.	Contact several buyers to serve on a panel to discuss their function within their store.

MANAGEMENT
(144 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the types of records that are needed, the importance of these records and how they are used.

PROGRAM OBJECTIVES

To provide an understandin of the importance of certain types of records for successful business.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to determine the best type (s) of record systems for particular situations.	Have the students read and discuss record systems in small and large businesses.	Provide various financial records.
From the bookkeeping and accounting records, the student will be able to set up an effective budgeting system.	Have the students determine the types of records needed in view of the size of the business and be able to state why they are needed.	
	Have the students review the various types of budgets.	
	Have the students determine what a budget can do for a business.	
	Have the students learn to interpret financial statements.	
	Have the students prepare ratios to analyze businesses financial positions.	

MANAGEMENT
(144 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding of the problems of obtaining employees and of training and promoting them so that a business can operate most efficiently.		To provide an understanding of the importance of selecting, training and keeping well-qualified personnel and the affect it has on the business.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to demonstrate procedures which should be followed in selecting, training and promoting personnel.	Have the students study and discuss the selection, training and promotion of employees. Have the students discuss the forms the businesses have to make it easier to fill a position. Have the students study and discuss the various sources available to draw upon for the selection of employees.	Provide the students with material on the selection, training and promotion of personnel.
The student will be able to know how to fill out an application blank.	Have the students fill out an application blank.	Supply application blanks to be filled out.
The student will be able to know typical procedures followed with job applicants.	Have the students work on procedures of the interview through job follow up including various means of training.	
The student will be able to know why promotion policies must be carefully prepared.	Have the students discuss how good policies and procedures on promotions and transfers can affect personnel. Have the students discuss termination and labor turnover.	
The student will be able to compute labor turnover.	Have the students work problems involving labor turnover.	Provide labor turnover problems.

MANAGEMENT
(144 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the various compensation plans and benefits available. To be aware of some of the factors that may determine the compensation plan.

PROGRAM OBJECTIVES

To provide an understandin of the different compensation plans and benefits that may be available in the area and the factors that may influence the pl

BEHAVIORAL OBJECTIVES

The student will be able to discuss various compensation plans and be aware of the many benefits that may be available.

The student will be knowledgeable on the rules of OASDI, unemployment insurance and workmen's compensation.

ACTIVITIES

Have the students study and discuss the various compensation and benefit plans available.

Have the students develop different compensation and benefit plans for two different types of businesses and give reasons supporting their decisions.

PROGRAM IMPLEMENTATION

List some of the businesse in the area that use the various compensation plan and have a variety of ben fits available.

Material available on var ous compensation plans and benefits including workmen's compensation, OASDI and unemployment insurance.

MANAGEMENT
(144 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding of the relationships which exist between unions and management and the legislation which influences these relationships.		To provide an understanding of the relationship between union and management and the legislation which influences it.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
	Have the students review brief history of unionism and the current strong unions of today.	Provide material concerning unions and management and labor legislation. (Wagner Act, Taft-Hartley Act and Landrum-Griffin Act).
The student will be able to determine whether an objective is a union, management or union-management objective.	Have the students discuss the points unions and management usually bring up during bargaining.	Provide a copy of the Fair Labor Standards Act.
The student will be able to know the rights and responsibilities given unions and management through federal legislation.	Have the students review cases involving labor legislation and state which Act or Acts are involved.	Have a list of original union demands of a business that has negotiated a contract and a copy of the contract as agreed by both sides.
The student will be able to know some of the active unions in your town.	Have the students find out in a designated part of town the businesses that have unions and what the unions are. Have the students keep a file of current happenings if a union is negotiating a contract with newspaper coverage. (OR) Have the students review the materials given them by the instructor if no union is negotiating a contract with newspaper coverage.	Designate a section of town to find out what businesses have unions and what the unions are. Have newspaper or magazine articles concerning labor legislation available for students unless it is currently being covered in local publication.

MANAGEMENT
(144 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding of the importance of the location, a suitable building, the equipment and the layout of a business.		To provide an understanding of the importance of the physical facilities of a business.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to know what factors should be checked before the physical facilities are located (location, building).	Have the students study and discuss the factors that should be considered and evaluated before locating a business.	Provide material on physical facilities.
	Have the students discuss poor factors that can be remedied.	
	Have the students do a pedestrian count during a particular time. Have them do another on the same day of the week, same time period in a different location and then draw conclusions about each site.	
	Have the students locate a given business in one of the vacant buildings given by the instructor, stating the reasons they have chosen the particular site for their business. (location alone)	Locate vacant buildings and have a list of possible businesses so students can locate a business and support their decision. (Or just state certain buildings are vacant).
	Have the students, with the list of external and internal physical particulars on certain buildings, decide from the businesses given which would be more suitable to the particular building, stating why.	Obtain external and internal physical particulars on certain buildings; list certain businesses that may or may not be housed in them.
	Have the students discuss the various aspects and kinds of leasing vs. buying.	

MANAGEMENT
(144 hours)

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to know basic considerations in determining what equipment should be selected and how to obtain it.	Have the students study and discuss selecting and obtaining equipment.	Provide material on equipment and layout.
The student will be able to plan an efficient layout.	Have the students discuss layout and prepare a scaled layout.	
	Have the students critique a given business as to equipment and layout.	Make arrangements with various businesses for students to observe equipment and layout.

MANAGEMENT
(144 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the management problems involved in the production operations of a manufacturing business.

PROGRAM OBJECTIVES

To provide an understanding of the management problems in the operations of a manufacturing business.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be aware of the different functions of production and of the constant study needed to keep and stay efficient.	Have the students study and discuss production operations.	Provide the students with material on the management problems of the production operations of a manufacturing business.
	Have the students do a time and motion study on stuffing envelopes, discussing value, if any, of automated equipment such as a folding machine and a postage meter machine (seal, stamp and stack) in regard to cost of equipment versus time saved.	Provide envelopes, letter facsimiles and enclosures to be assembled.
	Have the students visit a manufacturing business to observe the various functions performed in a production department.	Arrange visits with a manufacturing business to observe production department functions.

MANAGEMENT
(144 hours)

DEVELOPMENTAL OBJECTIVES

To develop an awareness of some of the limitations which Government has placed on business.

PROGRAM OBJECTIVES

To provide an awareness of some of the limitations which Government has placed on business.

BEHAVIORAL OBJECTIVES

The student will be able to know some of the areas in which there are state and/or federal controls.

ACTIVITIES

Have the students study and discuss current areas covered by their state and/or federal government including legislation.

PROGRAM IMPLEMENTATION

Provide the students with some of the Government limitations placed on business.

FINANCE
(144 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of how the financial system works and what its moves mean to the businessman.

PROGRAM OBJECTIVES

To provide an understanding of how the financial system works and what its moves mean to the businessman.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to define finance and name its branches.	Have the students discuss finance and money.	Provide material on the financial system.
The student will be able to name the 4 functions of money.	Have the students listen to a speaker on money, finance, and velocity.	Arrange for a speaker from a finance company or bank on money, credit, and velocity.
The student will be able to know how money functions in the economy.	Have the students listen to a speaker on inflation.	Arrange an economist to speak on inflation and recession.
The student will be able to understand the theory of interest.	Have the students visit a finance company and discuss interest.	Arrange for a visit to a finance company. Discuss interest.
The student will be able to know the 5 C's of credit and to discuss their relevance.	Have the students discuss credit.	
The student will be able to understand the monetary policy and its application.	Have the students listen to a speaker on monetary policy.	Arrange for a speaker on monetary policy from a Federal Reserve Bank (if possible) or a bank.
	Visit a bank.	Arrange for a visit to a bank.
The student will be able to understand the role of commercial banks and specialized financial intermediaries.	Give or write a report on commerical banks, types of assets and liabilities.	
	Have the students discuss specialized financial intermediaries.	

FINANCE
(144 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the basic functions of financial management.

PROGRAM OBJECTIVES

To provide an understanding of the basic functions of financial management.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to know the 3 A's of financial management and their corresponding rules.	Have the students discuss the financial manager's duties.	Provide material on the basic functions of financial management.
	Have the students listen to a speaker on the changing role of financial management.	Arrange for a speaker: A financial manager - the changing role of financial management.
The student will be able to state the 4 most important documents in a financial report and what each tells you about a business.	Have the students review balance sheets and income statements as to what they tell about a business.	Have or make up following records of some business: balance sheet, income statement, statement of retained earnings and sources and applications of funds statement.
	Have the students examine the state of retained earnings and the sources and applications of funds statements to determine what they tell about a business.	
The student will be able to work problems of profitability and turnover and analyze a business' financial performance.	Have the students discuss profitability and turnover and work problems.	Provide material and problems on leverage and liquidity.
	Have the students listen to a speaker on liquidity and leverage.	Arrange for speaker: Liquidity and leverage.
	Have the students write a short report on the superiority of accelerated depreciation.	
	Have the students listen to a speaker on depreciation. (or field trip)	Arrange for a speaker or field trip on depreciation.
The student will be able to understand the difference between fixed and circulating capital and depreciation's affect on them.	Have the students write a short report on the various methods of calculating depreciation and the advantages/disadvantages of each.	Involve a local industrial firm's accounting department.

FINANCE
(144 hours)

DEVELOPMENTAL OBJECTIVES BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM OBJECTIVES PROGRAM IMPLEMENTATION
The student will be able to understand how financial planning and control work together.	Have the students discuss financial planning and control.	Provide material on financial planning and control.
	Have the students spend several days observing a financial manager.	Arrange for observations with financial managers.
	Have the students listen to a speaker on functions performed by controllers and treasueres and their importance.	Arrange speakers: Controller and treasuere - functions performed and their importance.
The student will be able to know the possible composites of capital and how to compute the cost of the different kinds of funds.	Have the students work problems figuring the cost of different kinds of funds.	Provide problems figuring the cost of different kinds of funds.
The student will be able to know the sources and costs of short-term financing.	Have the students listen to a speaker on short-term financing.	Arrange for a speaker: Short-term financing.
	Have the students discuss and work problems involving interest.	Provide problems involving interest.
The student will be able to understand the part term loans, conditional sales contracts and leasing plays in financing.	Have the students do a short report on leasing vs. buying.	
The student will be able to understand the part stock plays in long-term financing.	Have the students listen to a speaker on stocks and dividends.	Arrange for stockbroker to speak on different stocks and dividend policies.
The student will be able to understand the various dividend policies.	Have the students visit a stockbroker's office.	Arrange visits to a stockbroker's office.

FINANCE
(144 hours)

DEVELOPMENTAL OBJECTIVES

PROGRAM OBJECTIVES

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to understand the part bonds and notes play in long-term financing.	Have the students discuss bonds and reasons for using bonds.	
The student will be able to understand how a business uses its financial resources.	Have the students discuss and study capital allocation and budgeting.	
	Have the students listen to a speaker on ranking and selectinginvestment proposals.	Arrange for speaker: from a manager of a mutual fund to speak on ranking and selecting investment proposals.
	Have the students discuss administering circulating capital.	

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the marketing function.

PROGRAM OBJECTIVES

To provide an understanding of the marketing function.

BEHAVIORAL OBJECTIVES

The student will be able to know what is meant by marketing and understand the various activities of marketing.

ACTIVITIES

Have the students discuss marketing definition and its range of activities.

Have the students bring in advertisements (magazine; newspaper; report of TV, radio or billboard lines and background situation; or circular) they think are good.

Have the students discuss questions: Where do you like to shop and why?

Have the students write a short report on the 4 utilities they recently purchased.

Have the students prepare and present a debate on: Would marketing benefit from a shorter work week?

Have the students discuss the marketing concept, comparing two discount stores' application of the marketing concept (customer service, attitude of service personnel, suitability of merchandise to your needs, pricing policies and convenience of their location). Have them summarize their findings in 500 words or less and explain which store applies the marketing concept more effectively.

Have the students, through library research, find 3 examples of historical developments traceable to the desire to either expand markets or discover new sources of supply.

PROGRAM IMPLEMENTATION

Provide students with material on marketing.

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the marketing enviornment.

PROGRAM OBJECTIVES

To provide an understanding of the marketing enviornmen

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
A student will be aware of the many factors of the enviornment that affect the marketing process.	Have the students discuss the major characteristics of the environment that affect the marketing process, explain its vitality and give it direction.	Provide materials on marke ing environment.
	Have the students discuss the socioeconomic environment factors that marketing management has little or no control of.	Have numerous examples of the major characteristic of the environment affectin the marketing process.
	Have the students listen to a speaker on what marketing management can do to adapt to a constantly changing economic climate.	Arrange for a speaker on marketing management's meeting environmental chang
	Have the students prepare and present a debate on: Does marketing cost too much?	
	Have the students review recent magazine articles dealing with the future, developing their own thoughts as to how the socioeconomic environment factors will have changed the marketing environment 10 years from now. Have them explain how management will cope with these changes.	

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding of the marketing process.		To provide an understanding of the marketing process.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to know the basic elements of marketing process.	Have the students get acquainted with the basic elements of marketing: consumers, products, middlemen, channels of distribution, and marketing functions.	Provide materials on the marketing process.
The student will be able to list the eight functions of marketing.	Have the students prepare and present a debate on: Is a marketing education worthwhile?	
	Have the students select a local food store, describing the basic marketing functions involved in its marketing process.	
	Have the students discuss the eight marketing functions and how each one affects the marketing process.	Provide information and experience on the eight marketing functions: Buying, selling, transportation, storage, standardization and grading, financing, risk taking, and market information.
	Have the students visit a small independent retail store, noticing as many marketing factors as possible. Have them summarize their findings as related to or unrelated to big business.	

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the ultimate-consumer market.

PROGRAM OBJECTIVES

To provide an understanding of the ultimate-consumer market.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to define market and its related terms.	Have the students define market, market segmentation, target market, submarkets, and heterogeneous and homogeneous market factors.	Provide materials on the ultimate-consumer market.
The student will be aware of the importance of defining a given market and tailoring efforts toward that market.	Have the students discuss the need for precisely defining a given market in order to develop an effective marketing program.	
The student will be able to know the major criteria for classifying consumers.	Have the students discuss major criteria for classifying consumers; i.e., sex, age, etc.	
	Have the students listen to a speaker on the importance of tailoring the marketing effort to the interests and needs of different groups.	Arrange for a speaker: Tailoring marketing effort to the interests and needs of different groups. Perhaps he could give a report on his target population as he sees it.
	Have the students give or write a report on technological, social, and economic forces that contribute to a growing homogeneity in our society.	
	Have the students prepare and present a debate on: Does marketing promise variety but deliver uniformity?	
	Have the students analyze 5 TV commercials: a. What segments are they trying to reach? Describe these segments in terms of income, age, sex, education and occupation.	

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM OBJECTIVES PROGRAM IMPLEMENTATION
	b. Are all appeals made on network commercials national in scope, or do some cater to regional preferences? c. How do "local commercial messages differ from those shown on network TV?	
li	Have the students do library research to determine which magazines would be best to advertise the products given by instructor.	Prepare a list of products. Students will do library research to determine in which magazine to advertise product.

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding of the demographic characteristics of ultimate consumers.		To provide an understanding of the demographic characteristics of ultimate consumers.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to understand the term demographic characteristics.	Have the students define demogrpahics.	
The student will be able to understand some of the ways it is useful to marketing management.	Have the students listen to a speaker on demographics.	Arrange for a speaker: Ways in which demographics is useful to marketing management.
	Have the students examine factors that determine population change and trends in population population (geographic mobility, demographics and age distribution, demographics and employment, life-cycle analysis and climate factors).	
	Have the students prepare and present a debate on: Would marketing suffer from zero population growth?	
	Have the students list 10 questions related to population they would ask in developing a marketing program for candy, ladies apparel, riding mowers or campers.	
	Using the U.S. government's 1970 Census of Population, have the students prepare a brief report summarizing the major population changes in their state between 1960 and 1970, considering such factors as size; distribution by age, sex, race; and urban versus rural concentration.	Provide U.S. government's 1970 Census of Population

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the purchasing power of the ultimate consumer.

PROGRAM OBJECTIVES

To provide an understanding of the purchasing power of the ultimate consumer.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to know the key factors related to consumer purchasing power and understand its role in marketing.	Have the students discuss the following factors and their roles in marketing related to consumer purchasing power: income, wealth and credit, how purchasing power is used and purchasing-power stabilizers. Have the students prepare a debate on: Should purchasing power be more evenly distributed? Using the Survey of Buying Power or some other source of income date have the students find the two counties in their state with the highest and lowest average income, respectively. Have them prepare a report in which they discuss the factors that account for this difference and explain the probalbe influence of the income difference on consumption patterns.	Provide either Survey of Buying Power (published by Sales Management magazine or some other source of income data or be certain it is available.

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the ultimate-consumer motivations.

PROGRAM OBJECTIVES

To provide an understanding of the ultimate-consumer motivation.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be aware of the many factors that affect consumer behavior in buying a product.	Have the students discuss the following factors that affect consumer behavior: ego-related motives, status-related motives, emotional motives, rational motives, rationalizations and the desire to resolve conflicts and patronage motives. Have the students write a report: Is sex overused in marketing? Have the students clip one advertisement from today's newspaper for each of the following products: air travel, furniture, an apartment house, a new automobile. Have them make a list of the rational and emotional appeals made in each ad, then answer the following questions: a. Which type of appeal, emotional or rational, was used most? b. Did any of the advertisements contain promises that might help the reader rationalize his purchase? Have the students examine their own shopping behavior by listing the name of the dry cleaner, restaurant and service station they patronize most frequently. Have them put down in order of importance their patronage motives, or the reasons why they shop there for each.	Provide material on ultimate-consumer motivation.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
	Have the students give three examples of retailers they occasionally patronize for which convenience (location) is not an important consideration. Have them answer the question: Why do you return to these places?	
	Have the students give one example of a retail establishment they stopped patronizing in the past year for a reason other than its location. Have them answer the question: What reason did you have for making the change?	
	Have the students discuss the following factors that affect consumer reactions to marketing: habit, sensory appeals, competition for consumer attention, memory and past experience, the believability of marketing claims and socioeconomic class.	
The student will be able to know what we mean by consumerism and how it affects buyers.	Have the students listen to a speaker on the relationship of consumer motivation to consumerism.	Arrange for a speaker: How consumerism relate to the efforts of marketing management to motivate and direct consume behavior.
	Have the students prepare and present a debate on: Is counter-advertising desirable in marketing?	
	Have the students select two AM radio stations in their community which differ greatly in the type of programming they use. Have them listen to each one for a reasonable period and, based on what they hear prepare a report listing 3 products they feel could be advertised profitably on one station but not on the other, giving their reasons for believing that some products are well-suited for advertising one station but not the other.	

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the industrial market.

PROGRAM OBJECTIVES

To provide an understanding of the industrial market.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be aware of the many types of industrial users and the products they purchase.	Have the students listen to speakers on Industrial users - the products they purchase, derived demand, motives and purchasing behavior.	Arrange speakers from the various types of economic activities.
The student will be able to know some of the principal factors that motivate industrial users to buy.	Have the students discuss additional industrial users and the geographic arrangement of the industrial market.	
The student will be aware of some of the important differences of purchasing behavior of industrial users over ultimate consumers.	Have the students prepare and present a debate on: Should engineering graduates sell industrial products?	
	Have the students select a recent issue of Fortune, Forbes, Dun's Review or Business Week. Selecting 5 advertisements for analysis, have the students determine for each which motives of industrial users covered in class were appealed to and what emotional appeals, if any, were made.	
	Have the students prepare case studies and present them in class.	Provide case studies involving the consumer.

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding of retail distribution.		To provide an understanding of retail distribution.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to know why retailing is important.	Have the students listen to a speaker on Retailing.	Arrange a speaker: What constitutes a retail operation and why retailing is important.
The student will be able to relate the various classifications of retailing.	Have the students discuss the classification of retailing: size, types of merchandise handled, legal form of organization and type of ownership.	
The student will be able to know the different places where retailers locate and understand how they function.	Have the students discuss where retailers locate and how they function. Have the students prepare and present a debate on: Should supermarkets charge higher prices in ghetto stores? Have the students list 5 types of retailers they think will increase in numerical importance by 1980 and 5 they feel will decline. have them write down the factors that influenced their decisions.	
The student will be able to understand reasons behind higher gross margins.	Have the students discuss factors that determine gross margins.	
The student will be aware of the high failure rate of retailing and some of the ways that have been developed to make retailing more efficient.	Have the students listen to a speaker on Retail failure.	Arrange for speaker on high rate of retail failure and ways to cope with problems of retailing (franchising, etc.).
The student will be able to know some of the factors that affect the purchase decision of buyers for resale.	Have the students discuss factors that affect purchasing decisions of buyers for resale.	

MARKETING
(216 hours)

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be aware of some of the retailing trends.	Have the students listen to a speaker on Retailing trends. Have the students visit two drugstores, one part of a chain and the other a small independent. Have them compare the prices charged by the two stores for the same brands of shaving cream, vitamins, headache preparations, and perfume. Have the students answer the question: How do you account for the price differences, if any? Does the store charging higher prices for a majority of the items add more value to the products? Why or why not?	Arrange for speaker on retailing trends.
The student will become more aware of the activity of retail marketing.	Have the students spend several days throughout with retail marketing management in the various classifications. Have them attend seminars after the visits to discuss ideas and experiences.	Arrange visits with retail marketing management. Hold seminars to discuss ideas and experiences.

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding of wholesale distribution..		To provide an understanding of wholesale distribution.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to understand what wholesaling is.	Have the students listen to a speaker on Wholesaling.	Arrange for speaker: Wholsaling - what it is and what it does.
The student will be aware of the various classifications of wholesalers and understand the terminology.	Have the students disucss the classifications of wholesalers including breakdown of functions.	
	Have the students prepare and present a debate: on Should marketing management employ more women?	
	Have the students, if, possible, visit trade shows and exhibitions, merchandise marts and a public warehouse. Have them write a report on the functions and benefits of ones visited.	Arrange for visits to trade shows and exhibitions merchandise marts and public warehouses.
	In a recent issue of the Survey of Current Business, have the students find the wholesale price index. Have them make a list of the 5 products whose prices increased the most over a year ago and a second list of the 5 products whose prices increased the least or declined. Have the students answer the question: What factors can you suggest to explain why some wholesale prices increased more than others? In general, how do wholesale price fluctuations compare with retail price fluctuations?	Provide copies of Survey of Current Business.

MARKETING
(216 hours)

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be more aware of the activity of wholesale marketing.	Have the students spend several days with wholesale marketing management (in different classifications) and attend seminars to discuss their findings.	Arrange visits with wholesale marketing management. Hold seminars.

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of channel management.

PROGRAM OBJECTIVES

To provide an understanding of channel management.

BEHAVIORAL OBJECTIVES

The student will be able to understand the importance of channel management.

ACTIVITIES

Have the students listen to a speaker on Channel management.

Have the students discuss intensive, exclusive and selective distribution.

Have the students prepare and present a debate on Should Door-to-door selling be outlawed?

PROGRAM IMPLEMENTATION

Arrange for speaker: Chann management - factors that affect choice and the majo distribution channels.

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of physical distribution and inventory management.

PROGRAM OBJECTIVES

To provide an understanding of physical distribution and inventory management.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will become more aware of the tremendous and economic effort required to make products available when and where consumers want them.	Have the students listen to a speaker on Physical-distribution management.	Arrange speaker: Physical distribution - what it is and its importance.
	Have the students discuss the advantages and disadvantages of the different modes of transportation (transportation mix - how to decide mode or modes).	
	Have the students listen to a speaker on Storage.	Arrange for speaker: Storage function, types of facilities and costs.
	Have the students visit a business to discuss and note inventory - how large, where located and condition it is in.	Arrange visits to discuss and note inventory.
	Present the following problem to the students: Various groups in recent years have advocated free mass-transit systems in urban areas. Evaluate this idea in terms of its impact on marketing. Try to consider all facets of the proposal, including its effect on sales of cars and related products, congestion, pollution control, taxes, and suburban and urban retailing. Summarize the probable overall result if our major cities did provide free transit systems.	

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an awareness of the importance of marketing research.

PROGRAM OBJECTIVES

To provide an awareness of the importance of marketing research.

BEHAVIORAL OBJECTIVES

The student will be more aware of how market research is used to get the information needed to make correct marketing decisions.

ACTIVITIES

Have the students listen to a speaker on The role of experience, intuition and research in decision making.

Have the students discuss primary, internal and secondary data.

Have the students discuss the characteristics of the scientific method.

Have the students report on formal market - research techniques.

Have the students prepare and present a debate on Should TV ratings dictate TV programming?

Have the students select 5 products that are purchased regularly by most consumers and that have been promoted by a familiar slogan for an extended period of time. Using the survey method, have them ask 10 students to identify the product associated with each slogan and whether they have purchased the product within the past month. Have the students prepare a report on their findings in which they interpret the influence of a well-known slogan on product sales.

PROGRAM IMPLEMENTATION

Arrange for speaker: The role of experience, intuition and research on decision making.

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an awareness of product planning.

PROGRAM OBJECTIVES

To provide an awareness or product planning.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be aware of the principal product decisions that involve marketing management.	Have the students discuss the product decisions that involve marketing management.	Provide material on product decisions and planning.
	Have the students give or write a report on: Is planned obsolescence good for the economy?	
	Have the students choose one product and list several ways in which it could be changed. Have them include in their list 5 physical changes and 5 nonphysical modifications.	
	Have the students develop a list of 3 products marketed extensively today that they feel will almost disappear 10 years from now. Have them explain why they think these products are on their way out.	
	Have the students visit a product testing center.	Arrange visits to a product testing center.
	Have the students prepare and present case studies on product planning.	Provide case studies on product planning.

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop an awareness of the importance of packaging and branding.

PROGRAM OBJECTIVES

To provide an awareness of packaging and branding.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be more aware of the package and brand name's influence on a product's success.	Have the students discuss packaging functions.	
	Have the students listen to a packaging specialist.	Arrange for a packaging specialist to speak to students
	Have the students discuss labeling, granding, and legislation.	
	Have the students prepare and present a debate on "Is too much money spent on packaging?"	
	Have the students select a publication that deals with inside stories of marketing success and failure. Dealing with a story of product strategy that failed, have them summarize in 500 words or less what the company tried to do and what went wrong.	
	Have the students present a list of jobs in the area of marketing, including labeling and packaging.	Provide the D.O.T. for students to look up jobs and job descriptions. Provide job descriptions from local companies.

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop a deeper understanding of the importance of personal selling.

PROGRAM OBJECTIVES

To provide a deeper understanding of the importance of personal selling.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to understand personal selling as a marketing function.	Have the students discuss personal selling including some personal qualifications and job requirements.	Provide material on personal selling.
The student will be able to know the responsibilities of the various types of salesmen.	Have the students discuss the types of salesmen and their responsibilities.	
The student will be aware of the major functions of sales management.	Have the students talk to sales managers about their different functions.	Arrange visits with sales managers.
	Have the students write a report on Is selling a professional activity?	
	Have the students interview at least 3 people who are knowledgeable about outside personal selling. Directions: Try to get them to talk to you objectively about personal selling. Then outline what you think are the pros and cons of selling as a career and explain briefly why you would or would not like a career in personal selling.	

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop a deeper understanding of the importance of advertising.

PROGRAM OBJECTIVES

To provide a deeper understanding of the importance of advertising.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be more aware of advertising and the influence that it projects.	Have the students discuss commercial advertising objectives.	Provide material on advertising.
	Have the students study the types of advertising.	
	Have the students listen to a speaker on Advertising media and costs.	Arrange for speaker: Advertising media and costs
	Have the students prepare and present a debate on Should the work "free" be banned from advertising and selling.	
	Have the students visit an advertising agency.	Arrange for visits to an advertising agency.
	Have the students select one contemporary advertising theme or slogan that illustrates an attempt to achieve each of the following objectives: to increase the number of units purchased, to introduce a new product and to counteract competition. Have them answer the question: Do most of these messages have more than one objective?	

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop a deeper understanding of the importance of sales promotion and public relations.

PROGRAM OBJECTIVES

To provide a deeper understanding of the importance of sales promotion and public relations.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to discover the part sales promotion and public relations play in promotion of a product or service.	Have the students discuss with a sales manager or advertising manager his objectives of sales promotion. Have them discover what types, if any, of consumer-oriented sales promotion he uses.	Arrange visits with sales o advertising managers.
	Have the students discuss sales-promoting devices aimed at business buyers.	
	Have the students listen to a speaker on Public relation strategies.	Arrange for speaker: Public relation strategies.
	Have the students prepare and present a debate on Are the media unfair to marketing?	
	Have the students prepare an analysis of both sides of the question, "Are trading stamps an expensive gimmick that should be discontinued?" Have them cite at least 3 points in favor of stamps and 3 disadvantages of using them. Then have them write a brief paragraph explaining which side they personally favor and why.	

MARKETING
(216 hours)

DEVELOPMENTAL OBJECTIVES

To develop a deeper understanding of the importance of pricing.

PROGRAM OBJECTIVES

To provide a deeper understanding of the importance of pricing.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to understand the price-setting process and the factors that enter into it.	Have the students discuss the economic basis for price determination.	Provide material on pricing.
	Have the students discuss pricing under various conditions - pure competition, monopolistic.	
	Have the students listen to a speaker on Factors that affect the general price level.	Arrange for speaker: Factors that affect the general price level.
	Have the students give or write a report on are permanent price controls good for marketing?	
	Have the students find 3 recent magazine articles or government reports that deal with specific attempts by business to fix prices through collusion. Have them name the companies involved and describe the nature of the accusation. Have them answer the question: Why are such activities considered harmful?	
The student will be more aware of pricing in practice.	Have the students interview marketing managers on their pricing policies.	Arrange interviews with marketing managers on pricing policies.
	Have the students discuss discounts and allowances.	
	Have the students give or write a report on Geographic considerations in pricing.	
	Have the students discuss nonprice competition.	

MARKETING
(216 hours)

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
	Have the student describe 3 ways in which they could add value to the following products without changing them physically in a material way: carryout fried chicken, toothpast and a soft drink.	

STATISTICS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an overview of statistics.		To provide an understanding of statistics.
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be acquainted with some of the terminology involved in statistics.	Have the students discuss the meaning of: sampling; descriptive statistics and statistical inference; some of the typical problems that can be solved by statistical methods; and probability.	Present an outline of the course using illustrations where possible.
	Have the students present a list of job opportunities in the area of business statistic	Provide the D.O.T. for students to look up jobs and job descriptions. Provide job descriptions from some local companies.

STATISTICS
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of random sampling.

PROGRAM OBJECTIVES

To provide an understanding of random sampling.

BEHAVIORAL OBJECTIVES

The student will be able to know what is meant by random sampling and its importance.

ACTIVITIES

Have the students discuss sampling.

Have the students discuss random sampling.

Have the students work exercises involving random samplings.

PROGRAM IMPLEMENTATION

Provide material and exercises on random sampling.

STATISTICS
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of frequency distributions.

PROGRAM OBJECTIVES

To provide an understanding of frequency distributions.

BEHAVIORAL OBJECTIVES	ACTIVITIES	PROGRAM IMPLEMENTATION
The student will be able to classify date into a frequency distribution.	Have the students discuss frequency distributions.	Provide material on frequency distribution.
	Have the students arrange material into frequency distributions.	Provide problems: frequency distributions, grouped frequencies, class interval and cumulative frequency distribution.
	Have the students discuss class intervals: how to determine, upper class limits and lower class limits.	
	Have the students arrange material into class intervals, determining the upper class limit and the lower class limit.	
	Have the students discuss cumulative frequency distributions.	
	Have the students work problems cumulating the frequency distributions.	

STATISTICS
(72 Hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the terms variables, range and quartiles.

PROGRAM OBJECTIVES

To provide an understanding of the terms variables, range and quartiles.

BEHAVIORAL OBJECTIVES

The student will be able to understand the terms variable, range and quartiles.

ACTIVITIES

Have the students discuss variable.

Have the students work with variables.

Have the students work problems determining variables.

Have the students discuss range.

Have the students fine the range of a certain distribution.

Have the students discuss quartiles.

Have the students work problems involving the different quartiles.

PROGRAM IMPLEMENTATION

Provide material and problems on variable, range and quartiles.

STATISTICS
(72 hours)

DEVELOPMENTAL OBJECTIVES		PROGRAM OBJECTIVES
To develop an understanding of descriptive measures. (mean, mode and median)		To provide an understanding of the mean, mode and media
BEHAVIORAL OBJECTIVES	**ACTIVITIES**	**PROGRAM IMPLEMENTATION**
The student will be able to understand the use of the mean, mode and median.	Have the students discuss the mean and solve problems using the formula.	Provide material on mean, mode and median including formulas and problems.
	Have the students discuss the mode and solve problems using the formula.	
	Have the students discuss the median and solve problems using the formula.	
	Have the students visit a statistics department of a local business or insurance company.	Arrange a field trip to a statistics department of a local business or insurance company.

STATISTICS
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the use of the standard deviation.

PROGRAM OBJECTIVES

To provide an understanding of the use of the standard deviation.

BEHAVIORAL OBJECTIVES

The student will be able to understand the use of the standard deviation and sample variance.

ACTIVITIES

Have the students discuss the square room table and work exercises using the square root table.

Have the students discuss standard deviation and work with the formula.

Have students work problems using the standard deviation.

Have the students discuss interpretation.

Have the students work with the sample variance formula and work problems involving sample variance.

Have the students work problems dealing with standard deviation and sample variance. Have them interpret their findings.

PROGRAM IMPLEMENTATION

Provide material and exercises on standard deviation and sample variance.

STATISTICS
(72 hours)

DEVELOPMENTAL OBJECTIVES

To develop an understanding of probability.

PROGRAM OBJECTIVES

To provide an understanding of probability.

BEHAVIORAL OBJECTIVES

The student will be able to have some understanding of probability.

ACTIVITIES

Have the students discuss sets.

Have the students discuss probability.

Have the students do experiments or games.

Have the students listen to a speaker on probability.

Have the students work problems involving the different kinds of probability

Have the students make a tree diagram.

PROGRAM IMPLEMENTATION

To provide the students with material on probability (games, experiments, problems).

Arrange for a speaker on probability.

VI. Recommended Methods of Evaluation

A. Pre-testing should be administered to develop goals and to identify student needs. Post-testing will show the progress of the students.

B. Teacher made and standardized tests should be used to measure achievement during the course work.

C. Give consideration of work experience, especially when it is on an individual basis.

D. Evaluation by the people that are directing the experience areas when the experience is on an individual or small group basis.

E. A self-evaluation and an evaluation by fellow students could be useful.

F. The true test, of course, is how well the students preform in college and in work situations when they graduate from college. A follow-up study should be developed to see how the students preform in college and on the job.

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